

CHAPTER I

INTRODUCTION

This chapter intends to provide a brief explanation about the topic that will be discussed in the study. It consists of research background, research problems, research objectives, scope and limitation, research significances, and definition of key terms.

1.1 Research Background

Language testing is an evaluated process of language ability. It refers to comprehending the information and making a decision based on students' knowledge of language and ability to use it. As stated by Davies (1990), language test is one of the important components of a learning process to determine the objective and to support learning process to receive the goal of language learning process. The result of Language testing can help the student to make a decision about the study (Bachman, 1991). The goal is not only for a teacher, but also it has benefit for students.

There are two famous languages testing in Indonesia namely, Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS). In Indonesia, TOEFL and IELTS are organized in several big cities such as Jakarta, Bandung, Surabaya, Makasar, and Malang. Besides TOEFL and IELTS, TAEP is being developed in Malang. Test of Academic English Proficiency (TAEP) is a language testing made by Universitas Muhammadiyah Malang (UMM). UMM is one of Private University who takes TAEP as obligation test for all students and tested in three different times. First,

TAEP will be tested for the new student. Second, TAEP will be test for the student in the fifth semester that completed ESP as the requirement of ESP graduation. The last it will be tested for students who finish their study in UMM as the requirement of Bachelor's graduation. TAEP is equal to TOEFL and IELTS. The differences between TAEP and TOEFL and IELTS are listening, writing and speaking sections. In the listening section of TAEP, the spoken language comes from foreign students at International Relations Office (IRO UMM). In the writing section, the students will give some sentences that have one wrong in structure, the students have to find the wrong part of the sentences. In TAEP test, students do not have the speaking section.

Writing is one of product skills that are tested in language testing. Based on Byrne (1993), writing is the way of linking words together becomes the sequence of sentences. Writing skill frequently outwit the student. They have the mistake in grammar error and wrong of word selection. Yet, Writing can reduce the risk of misunderstanding among the reader and the writer. Using writing, people can influence other people and also it can be a permanent record.

The result of previous research is conducted by Morovat (2014) in Islamic Azad University, Iran, shows that there is no relationship between score in IELTS and speaking skill. He published the journal with title Effect of Reflectivity/Impulsivity on IELTS Candidates' Band Score in the Speaking Module of the Test. He tested 52 IELTS candidates of two institutes in Shiraz. The result of his study is the score in IELTS does not influence Speaking skill student mastery.

Another previous research is done by Farimawati (2004) in University of Muhammadiyah Malang. She tries to find and identify the difficulties in doing TOEFL that is done by the student of the third semester in the University of Muhammadiyah Malang before they enter the new semester. In the result, she found that reading comprehension and vocabulary is the most difficult that faced by the student. Based on her result, the students have several reasons for doing a reading test of TOEFL such us: students readiness, vocabulary mastering, length of reading a passage and many others. Therefore, the researcher is interested to study about whether or not students who achieve the high score in TAEP get better writing achievement.

1.2 Research Problems

The researcher formulates the statement of the problems in order to shape the focus of this present study. The research question is:

1. Do the more score of TAEP students have, the better students writing achievement of fifth students of English Language Education Department Department?

1.3 Research Hypothesis

The hypotheses of this study are prepared as a tentative answer to the research problems stated previously. In this case, the alternative hypothesis is as read follows:

- H_0 : there is a negative correlation between score in TAEP and writing achievement of fifth students of English Language Education Department

- H_1 : there is a positive correlation between score in TAEP and writing achievement of fifth students of English Language Education Department

1.5 Scope and Limitation

This study includes only a limited number of the subject of the study. This study will focus on students of English Department who already take the second TAEP. The second TAEP will be held for students who finish their ESP program in University Muhammadiyah Malang. Due to the number of student of English Department who pass the ESP program, the researcher will limit the sample as participants of the research subject. The researcher will focus in the fifth semester of English Department. The researcher will announce to all students in the fifth semester of English Department as the participant. The student who interests with the study must in data by submitting the copy of KTM.

1.6 Research Significance

As an academic product, the researcher hopes that the study can be useful for others. Therefore, this study is expected to give a significant explanation for another researcher who conducts the same topic whether in literature and practical aspect. The writer is expected to prove the literature that there is no positive correlation between score in TAEP and writing achievement and the writer decide sixth-semester students of English Department as the participant. Moreover, for the practical, the researcher hopes that it will be useful for the writer in the future as their reference who conducts a same material of study.

1.7 Definition of Key Terms

To clarify the term used in this study for the readers, the writer gives some definition of key terms. They are investigated in this study as the following:

1. **Language Testing:** One of the important components of a learning process to determine the objective and to support learning process to receive the goal of language learning process (Davies, 1990). it means language testing is a system that builds to evaluate the comprehension of language and ability to use it.
2. **TAEP:** Test of Academic English Proficiency, made by UMM to test student ability in English with International standard (Language Center, 2014). Thus, TAEP is used to measure the students ability of English.
3. **Writing skill:** Writing is the way of linking words together becomes the sequence of sentences one way of indirect communication (Byrne, 1993). Thus, writing is representing language and emotion through inscription.
4. **Correlation:** Correlation research assesses the relationship between two or more variables in the single group (Ary, 2006). Besides, this research finds the correlation between score in TAEP and students' writing achievement.

The last, the researcher analyzes correlation in the score of TAEP and writing achievement. The researcher will test participant from fifth-semester student in English Language Education Department, University of Muhammadiyah Malang.